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Evaluating Assessments

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1. Authentic assessments are open-ended assignments allowing for students to use their own ideas to come up with solutions. They are contextualized and therefore promote long-term understanding of the material being studied. Some examples would be performing plays, participating in a debate, creating an authentic creative writing work, or responding to real world situations (possibly through letters to government officials, letters to the editor, character letters, etc.).
2. Traditional tests are different from authentic assessments as they promote students knowing one correct answer for each question. In this way students could simply memorize and regurgitate material rather than contextualizing it. They do not have to use what they have learned to construct their own answers to questions. These include multiple choice tests, matching, and most short answer tests where there is only a certain number of correct answers and no opportunities for divergent thinking.
3. I chose to look at the Rubric and Assignment for the Theatre Pantomime Audition as we use auditions and creative memorized pieces often in theatre.

For #1, students are to create their own pantomime simply incorporating simple story and movement requirements. This allows for authentic creation using skills previously learned by the students.

For #2, no two students will have the same pantomime as there are an infinite number of possibilities for what the pantomime could look like and their performance styles will be different from each other regardless.

For #3, the pantomime being used as an audition could be a real audition scenario. Students therefore might be able to practically apply these skills in a real audition and at least will be able to use pantomiming within other scenes and plays.

For #4, students are required to respond in written format to questions about their pantomime creation as well as how they think they could improve upon it. This allows for students to use these questions to help their creation be strong as well as to reflect upon their creation and improve it.

For #5, although this lesson does not include an audience outside of the classroom the students are performing in front of each other and offering feedback to their fellow students. This assessment also has the potential to either invite another class in to observe the auditions or perhaps to invite a guest director in to evaluate the students’ auditions and offer further feedback.

For #6, there are three different rubrics by which to evaluate the student. These are: Creating (Dramatic Structure), Performing (Movement), and Responding. Each of these Rubrics has points 0-4 and outlines what a student performing at each score would be accomplishing. I think that it would be clear for both the teacher and the students to understand the score they receive on the evaluation for each section.

1. The two types of Portfolios are “Portfolio as a Workspace” (Process) and “Portfolio as a Showcase” (Product). The Workspace would be shown to a targeted internal audience. It might be evaluated by a specific panel, teacher, college, or group of students. These encourage the student to reflect on their learning. The Showcase is meant for a more external audience. The Showcase is open to the public as a way for the student to demonstrate what they have been working on. It ensures accountability for the student to be able to perform for an audience.
2. Each Portfolio type requires a collecting a series of reflections, ideas, goals, ideas, etc. The Process oriented portfolio keeps a record of these reflections and processes over time while the Product simply shows the skills the learner has gained through the final product created after retrospective reflecting on the learning.
3. These Portfolios are different because the Workspace Process requires students to document their work and learning as they go and use smaller steps in the process which will be evaluated overall. The Showcase Product indicates that the student will have amassed these assignments into one final product and will be evaluated based on whether they can apply all of the concepts learned to the showcase. Both will show the works students will have accumulated throughout.